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ABSTRACT

Plans are being developed for a complete refocusing of educational curricula for the goal of career education. Goals for career education at present include: extended educational opportunities from cradle to grave: preparation for successful working careers; each course giving emphasis to its contribution to a successful career; hands-on occupational experience; career preparation through exposure to alternative career choices, and acquisition of actual job skills and attitudes; and learning from the total environment. Career awareness, career exploration, and career preparation are the steps of career education, with occupations classified into 15 clusters. Four models of career education have been developed: school-based, employer-based, home-community based, and rural-residential. Career education has become the number one priority of the Office of Education, yet costs will also fall to State and local governments and school districts. The U. S. Office of Education sees a need for career education since "a fundamental purpose of education is to prepare the young to live a productive and rewarding life. Far too many young Americans in our schools are failing in this essential mission." (SC)

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CAREER EDUCATION

(A Paper for Discussion)

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CAREER EDUCATION

In March 1970, the President of the United States, Richard M. Nixon, called for a "massive educational reform". In response to his message, the U. S. Office of Education, under the direction of U. S. Commissioner of Education, Sidney P. Marland, Jr., developed plans for a complete refocusing of educational curriculums on the goal of career directed education.

What is Career Education

Today, there are many concepts of what career education is or what it should be. Three of the most popular concepts are offered by Marland, Kenneth B. Hoyt of the University of Maryland and Rupert N. Evans of the University of Illinois.

Marland defined career education by stating, "All education is career education, or should be. And all our efforts, as educators, must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school or to go on to further formal education. Anything else is nonsense".[1]

Hoyt defines career education as "...the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society; to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual.[2]

Evans states, "Career education is the total effort of the community to develop a personally, satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life".[3]

1 Career Education - Section AA - The Denver Post, Wednesday, June 14, 1972.

2 Career Education - An Idea Whose Time has Come - Governor's Conference on Career Education, Baltimore, Maryland - May 1972.

3 Career Education - What it is and How to do It. - by Hoyt, Evans, Mackin & Mangum - Olympus Publishing Co., July 1972.

Although there appears to be a certain amount of confusion in the terminology of career education, this same confusion exists when one attempts to define education in general. It has often been said that the educated person is "the one who can do the job". This statement may or may not be true. If it is true, then there would seem to be a general confusion between process and substance. Does escalation lead to success? Is the pupil schooled to confuse teaching with learning? Is a diploma a positive sign of competence? Is grade advancement an educational achievement? The point is that education itself must be defined in those terms relevant to the values of the user.

As a concept, career education is nothing new. It dates back to the Pharaohs of Egypt. We find it vocalized in the writings of such persons as Rousseau, Froebel, Pestalozzi, Franklin, Bonser and Ayres. It is also not new in application. The French, British, Germans and Swiss have adaptions of the concept. In fact, a recent comparison of the British work-study system and the proposed U. S. Career Education reveals interesting parallels.

Goals of Career Education

In 1971, the U. S. Office of Education established the following goals for career education:

1. To provide a broad approach to preparation for citizenship.
2. To provide job information and skill development.
3. To help individuals develop attitudes about the personal, psychological, social and economic significance of work in our society.
4. To develop and foster a vocational and recreational interest of individuals in order that they may prepare themselves for a well-rounded living in a world in which leisure time is increasing and a greater opportunity for self-expression through creative production are available.

Academicians have altered these goals to provide for the establishment of direction and transition from present concepts during the decade which was begun two years ago. These altered goals provide for:

1. Beginning in early childhood and continuing through the regular school years and dispersed throughout adulthood, career education will extend the educational horizons from cradle to grave. This concept has lead to have given career education the popular concatenation of "womb to tomb" education.
2. The key object to all education is the preparation for successful working careers in a real world.
3. Every teacher in every course emphasizing the contribution of the subject matter to that of a successful career.
4. "Hands-On" occupational experience as a prime method of teaching. This, over the years, has been quite successful in training apprentices and motivating persons to learning abstract academic concepts.
5. Preparation for careers by the acquisition of actual job skills, inventories and attitudes.
6. Preparation by exposure to alternative career choices.
7. Learning from the total environment, which includes; the home, the community, and the "world of work".

How is Career Education to be Achieved

As it is presently planned, our educational system in the United States would be given a complete overhaul. Career Education, itself, would be introduced as early as the cradle if not earlier. In the elementary school, students will be informed about the wide range of jobs in our economy and the associated societal rules. Daddy, in our present Dick and Jane books, will no longer be shown as the immaculate dressed executive carrying a briefcase as he goes to and from work; he will be pictured as a worker who wears jeans, flannel shirts and carrys a bag of

tools and a lunch pail as he leaves and returns from his household.

In junior high school, students will explore specific clusters of occupations through hands-on experiences and field observation as well as classroom instruction. At present, there are fifteen clusters planned. They are:

1. Agri-business and Natural Resources
2. Business and Office
3. Communication and Media
4. Consumer and Homemaking Education
5. Construction
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Marine Science
11. Marketing and Distribution
12. Manufacturing
13. Personal Services
14. Public Service
15. Transportation

In senior high school, students will prepare for job entry through classroom, laboratory cooperative education activities, and actual job situations as well as the possibility of further education.

Commissioner Marland has repeatedly stated, "Educators must be bent on preparing students to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically and emotionally to spin off from the system at whatever points he chooses, whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly trained practical nurse".

In review, career education calls for:

Grades K through 6 as Career Awareness

Grades 6 through 10 as Career Exploration

After Grade 10 the student may enter the "world of work" at an entry level job.

After Grade 12 the student may enter the "world of work" at the specialized job level.

After Grade 14 the student may enter the "world of work" at the technical job level.

After Grade 16 the student may enter the "world of work" at the professional job level.

An Example of How Career Education will Work

Let us suppose for a moment that we take a child who is five years old and has just entered school. As we walk into his first classroom, we notice on the walls posters depicting a milkman, a mailman, a fireman, a plumber, an electrician and other community figures. Some, the child recognizes by the uniform, others he doesn't. However, by the end of the first grade he will know most of them. He and his classmates are asked to bring pictures of their parents to class and to describe what they do. His books that he will use during the first six grades will describe people and their work. He will be allowed to decide "who" he wants to be each day and sign up for that job. As he moves up the grades, he will identify, use and care for tools; some real, some plastic minatures. He will create towns out of building blocks and other materials and name the occupations related to each building. In the third grade, mathematics is integrated into the program. He is allowed to measure and saw wood. He is introduced into the concepts of mass production as he and his classmates perform assemply-line tasks. By the sixth grade, our student has visited several job sites, factories, branches of public government and services. He and other boys in the class make

toys and games for those in kindergarten. The girls sew simple aprons, skirts and learn the fundamentals of homemaking. Upon completion of the sixth grade, he will be given an opportunity to explore one of fifteen occupational clusters. Let us further suppose that his choice is construction. During the seventh and eighth grades he would be exposed to the "world of construction". This curriculum would introduce him to:

1. Man and Technology
2. Construction Technology
3. Applying Technology to People
4. Managing Construction
5. Construction Production Technology

He would learn among other things to:

1. Select and buy a site
2. Survey and map a site
3. Soil test his site as well as clear it
4. Design and analyze the design
5. Set foundations
6. Erect building superstructure
7. Install utilities
8. Enclose and finish the superstructure
9. Hire construction personnel and handle their grievances including mediating and arbitrating
10. Work as a contractor

Upon completion of the 8th Grade, he may now narrow his desires down to one of seven occupational endeavors in the construction field.

1. Wood
2. Metal
3. Masonry

4. Electrical
5. Finishing
6. Heavy Equipment Operator
7. Engineering and Support Services

If he chooses Electrical, he will study those occupations utilizing electrical materials, related electrical components, and electrical building systems as primary assembling and working materials. In theory, by the end of the 10th Grade, he will have developed the skills and knowledge to get an entry level job in the electrical industry. In the 11th Grade and 12th Grade, he will be given laboratory and on-the-job training in residential, commercial, industrial wiring and material distribution.

USOE's Four Career Education Models

In 1971, the Office of Education awarded several study and research grants to develop four models of career education that will permit people to shift from one mode to another as their needs change. In short, they take into consideration the fact that people are not students all their lives.

The School-Based Model

This model has been previously described. Teachers will be trained to relate lessons of academic content to that of the "world of work". In August 1971, the Office of Education awarded a one-year contract amounting to $1,988,004 to Ohio State University to work on, and in part, support this model in six public school systems. The experimental models were installed in Mesa, Arizona; Los Angeles, California; Jefferson County, Colorado; Atlanta, Georgia; Pontiac, Michigan; and Hackensack, New Jersey. Although this grant was largely for planning, teacher training and curriculum development, about 85,000 students became fully involved when school opened this year.

In addition, 100 mini-model projects, at least one in each state, are serving 700,000 students under grants authorized by the Vocational Education

Amendments of 1968.

During this past summer, workshops were presented by approximately eighty colleges and universities in 34 states and the District of Columbia, to teachers, supervisors and administrators who were interested in a comprehensive introduction to the "World of Construction" and the "World of Manufacturing" which is to be introduced into junior high school curriculums this year.

Employer-Based Model

This is a total education program for a cross-section of youngsters 13 to 18 years of age, who find their school offerings unchallenging and want to try a different approach to learning.

Operated by a consortion of public and private employers, the model program will use employer know-how and where appropriate, employer facilities. It will provide both academic and job-related preparation. Students will graduate from the employer-run program with credentials at least equal to those offered by their high school, or they will return to their high school with full credit for work completed. Enrollment would be open year-round and youngsters would move at their own pace.

Two educational labs, Research for Better Schools, Inc., and the Far West Regional Educational Laboratory, Berkeley, California, have received a total of $2 million from OE to define model characteristics. The Center for Urban Education, New York, has received $300,000 to do a "pilot study" on implementing this model.

Projects involving 100 students each will be placed in operation this Fall in Portland, Oregon; Charleston, West Virginia; Philadelphia, Pennsylvania; the San Francisco Bay area; and there is the possibility of two additional sites.

The Office of Education has estimated that the cost of the employer-based and the school-based models will be $11 million when they are completed.

Home-Community Based Model

This model is designed to enchance the employability of out-of-school adults, by the use of television and radio programs to encourage people to use the career preparation services available in their own communities. Project staff will provide counseling, guidance and some instructional services. The staff will also assess community effectiveness in providing career training and recommend new services as needed.

The Rand Corporation has analyzed four successful television programs for compatibility with this model.

Under a $300,000 contract, the Educational Development Center in Newton, Massachusetts, is studying the potential population of participants, developing an evaluation plan and drafting concepts of ways in which media and community efforts could most effectively mesh.

Rural Residential Model

This model is designed for disadvantaged families living in remote rural areas with few career opportunities. It provides the opportunity to move temporarily to a training center where every member of the family can learn new skills for employment, homemaking or further study.

The first group of families are now training at a pilot center on part of an Air Force base near Glasgow, Montana. This Fall, some 200 families will be in residence. This program is operated under a $4 million grant to the Mountain-Plains Education and Economic Development Program, Inc. The Center serves residents of Idaho, Montana, Nebraska, North Dakota, South Dakota and Wyoming.

How Much Will Career Education Cost?

No one can really estimate what the costs of the overall broad based program will cost. In 1969, Congress authorized $542.1 million to be spent under the Vocational Education Act Amendment of 1968 for Occupational Education. However, the Bureau of the Budget only appropriated $248.2 million. For Fiscal 1972,

Congress authorized $i.095 billion while the actual appropriations called for $495.7 million. It must be noted that this is only one Act out of four major acts concerning education and most of the funds appropriated are on a matching fund basis with our various States, Territories and the District of Columbia.

Career education has become the number one priority of the Office of Education and one of the top priorities of the White House. As such, Commissioner Marland used $114 million in Fiscal year 1972 to support the initiative of career education. Further, he has asked Congress for $55 million increase for the 1973 Fiscal year. In addition, the President of the United States, through an amendment attached to the Higher Education Act of 1972, established a new Bureau under the Department of Education plus the National Institute of Education. The Bureau has been given the function of Adult Vocational and Technical Education matters. Robert M. Worthington has been named as Associate Commissioner. Its functions include: Curriculum Center for Occupational and Adult Education, Program Analysis, Administrative Services, Division of Manpower Development and Training, Division of Vocational and Technical Education, Division of Adult Education. Its Washington based staff is comprised of 152 employees.

The National Institute of Education, under the Acting Director, Emerson J. Elliott, formerly with the Office of Management and Budget, will stress research and development to improve education. The NIE has an ambitious mandate; to foster and help finance the growth of an effective national research and development system and through this system, to point the way toward needed fundamental reforms in American education. The NIE legislation, which the President signed June 23, 1972, authorizes spending up to $550 million during the first three years. After that, some NIE planners and backers foresee its budgets climbing toward an annual $1 billion within a decade.

This is only side of the coin. The other side is the cost to our various state and local governments as well as to school districts. At present, our public schools can only handle 25% of its enrollment in Industrial Art classes. Career education calls for handling upwards to 80% of its enrollment. Teachers will have to be retrained--so will administrators and counselors. High schools will have to set up placement centers. New textbooks will have to be written, published and purchased by the schools. The "World of Construction" which is being installed in schools this Fall will cost $7,800 for 125 students if the program is installed in new facilities, or approximately $4,800 if the program is installed in an existing wood or general shop. Recurring costs for software and supplies will range around $1,150. However, this program is only one period long--for one year. What will be the costs for the other six or seven periods for 12 years of education?

Questions One Might Ask of Career Education

1. Will career education work?
2. Will it supply dignity to the "world of work"?
3. Will our present teachers be capable of teaching the "world of work"?
4. How will teachers gain the actual on-the-job experience needed to make career education work and at whose expense?
5. Can students be taught and will they accept the ethics of work?
6. Can a student make a tentative career choice by the end of kindergarten? Can he make a choice of the career or careers he wishes to explore by the end of the 6th Grade? Will he be mature by the 9th Grade to actually make a firm choice of an occupation?
7. Will employers, who now require a baccalaureate degree, lower their standards to accept career educated employees?

8. How will present schools meet the needs for career counseling and placement?
9. What will be the overall effect of vocational skill training in a formal education environment?
10. How many workers will be displaced when attempts are made to place teachers and students on jobs to gain work experience?
11. Can parents accept career education as a direct replacement for the time honored dream of a college education for their children and how may parent attitudes be changed?
12. Will the occupational community be used as a source of information or will the educators assume that they know what is best?
13. Who will evaluate career education and serve as a source of observation? The educators, the government, the general public or the occupational community?
14. How will work, itself, be made meaningful to all?
15. Can the organizational and administrative structure of education be changed to accept the full impact of career education?
16. Will the proposed benefits to be gained exceed the cost?
17. Will so much emphasis on the "world of work" tend to lower the intellectual leval of this country, making it somewhat backwards?
18. Will career education cause a flood on the labor market of semi-trained persons and in the long run, reduce wages and working conditions?

Why is Career Education Needed?

With all the questions that can be raised concerning career education, one might wonder why it is needed. There does not seem to be a "pat" answer. The educators have their own answer--so do the social workers. The Administration

has its own answers. The following are some of them.

The educators state "The concept of career education has emerged at a time when dissatisfaction with educational practices and outcomes is at a peak. And it promises to attack and improve at least some of the apparent sources of that dissatisfaction".

The social worker says "Many of our frustrations are consequences of success. Poverty by U. S. standards would be affluence in many parts of the world, but that is no comfort to 23 million American poor who compare themselves with the affluent majority they can observe. People in the middle income group are frustrated because they cannot afford the standard of living that the mass communications media intimate is the norm. The wealthy can take pride in having achieved security and status, but their offspring, never having been without wealth and deprived of the challange of achievement, find little satisfaction in them".[4]

The U. S. Office of Education's answer, "A fundamental purpose of education is to prepare the young to live a productive and rewarding life. Far too many young Americans in our schools are failing in this essential mission.

Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career. In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a four-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade, eight out of ten jobs in America will not require a baccalaureate degree".[5]

[4] Career Education - An Idea Whose Time Has Come - Governor's Conference on Career Education, Baltimore, Maryland - May, 1972.

[5] Career Education, OHEW #(OE) 72-29 Office of Education, U. S. Department of Health, Education and Welfare.

Although the reasons are very plausible and laudable, one must ask oneself, why the sudden push for career education? The concepts are not new. The methods, for the most part, are not new. Why then should the Federal Government want to funnel so much money into one program when the schools across the country have found it so difficult, for the past few years, to keep their doors open due to lack of funds? Could it be that the answer lies within the month of March 1970, when the President of the United States, Richard M. Nixon, charged the Departments of Labor; Health, Education and Welfare; and Housing and Urban Development, with the responsibility of combating what he called "construction inflation" and this present movement is part of their answer to his challenge?